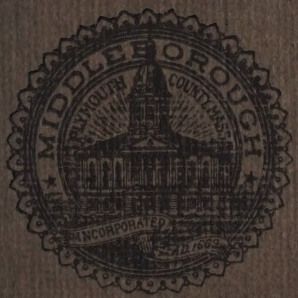
OUTLINE COURSE of STUDY
IN
READING, ARITHMETIC, LANGUAGE, GEOGRAPHY and HISTORY
FOR
Elementary Schools



MIDDLEBOROUGH PUBLIC SCHOOLS

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OUTLINE COURSE OF STUDY
FOR
ELEMENTARY SCHOOLS

GOLDEN RULES

1. Endeavor to set a good example in all things.
2. Never overlook a fault; to do so is unjust to the children, since you will, no doubt, soon have to correct them for a repetition of it.
3. Spare no pains to investigate the truth of every charge; and if you cannot satisfy your self, make no decision. Leave it to the future to develop.
4. Never correct a child in anger.
5. Do strict justice to all, and avoid favoritism.
6. Always prepare for your lessons by previous study; never attempt to teach what you do not thoroughly know.
7. Try to bring forward the dull and backward children; the quick intellects will come on without your notice.
8. Teach thoroughly, and do not try to get on too fast. Remember that you are laying the foundations of knowledge.
9. Attend strictly to the personal cleanliness of the children.
10. Attend to the cleanliness and neatness of the school-rooms, and to the order and neatness of the playgrounds.
11. Strive to cultivate a spirit of true politeness in

all your dealings and associations with youth. Remember that children cannot be properly educated until they catch the charm that makes the gentleman or the lady.

12. Take every opportunity of moral training. Consider that it is better to make children **good than clever.**

13. Constantly seek self-improvement, and try to enlarge your own stock of information. Remember that **knowledge is your stock in trade.**

14. Let your intercourse with children be regulated with love.

INTRODUCTORY NOTES

For recitations, if the number of pupils in the class is more than 25, the class should be divided into two sections for reading, arithmetic, language, geography and history.

In Grades IV, V, VI, and VII history should be taken as supplementary reading and story telling.

In Grade VIII, geography should be taken the first half of the year, history the last half.

The more intellectual studies, those exacting the greatest amount of mental effort, as arithmetic, grammar, etc., should be given in the morning session when possible, and music, drawing, etc., in the afternoon.

As there are so many schools in town representing the two types—graded and rural—it is deemed advisable only to prepare an outline of a course of study instead of a more detailed one, excepting in some of the lower grade work in number and language.

Although the study of number in the central schools does not begin till grade two, some work in the development of the number sense as a foundation for subsequent work may well be given in grade one.

The maximum length of recitations for the central schools is as follows:

Grades I. and II., 15 minutes.

Grades III. and IV., 20 minutes.

Grades V. and VI., 25 minutes.

Grades VII., VIII., and IX., 30 minutes.

The suburban program will have to be arranged to fit conditions in each school.

The number of recitations and the approximate time given to each subject per week cannot be scheduled in this outline owing to the different conditions as to grading in the elementary schools.

Arithmetic, language and reading in grades 4, 5 and 6 should have 5 recitation periods per week, while arithmetic, grammar and literature in the upper grades should have the same number per week.

READING

Grade I.

Aldine Primer—First Half of Aldine First Reader. Supplementary Readers.

Grade II.

Review First Half Aldine First Reader. Supplementary Primers. Finish Aldine First Reader. Supplementary First Readers. First Half of Aldine Second Reader (90 pages). Supplementary Second Readers.

Grade III.

Review First Half Aldine Second Reader. Finish Aldine Second Reader. Selected Stories from Aldine Third Reader. Supplementary Readers.

Grade IV.

Stepping Stories, Part III. Shaw's Robinson Crusoe; Cyr's Third Reader; Graded Literature, Third Reader; Stories of Great Americans for Little Americans; Mary of Plymouth.

Grade V.

Stepping Stories, Part IV.; Black Beauty; Eggleston's First Book of American History; Supplementary Readers.

Grade VI.

Progressive Course, Book IV., Part I.; Blaisdell's History; Supplementary Readers.

Grade VII.

Progressive Course, Book IV. Part II.; Evangeline; Courtship of Myles Standish; Grandfather's Chair; Eggleston's History of the United States.

Grade VIII.

Progressive Course, Book V., Part I; Snow Bound. Grandmother's Story of Bunker Hill; Supplementary Readers.

Grade IX.

Progressive Course, Book V., Part II.; Merchant of Venice; Vision of Sir Launfal; Lady of the Lake; Supplementary Readers.

Notes

Expressive and comprehensive oral reading should be the aim in all exercises.

Intelligent use of the dictionary and reference works should be encouraged at an early period.

Certain directions are herewith given for pupils in all grades regarding the preparation of lessons:

1. Pronunciation of words.
2. Selecting and defining words.
3. Use of unfamiliar words in sentences.
4. Study of the meaning of allusions to history, geography, mythology and literature.
5. Getting thought from silent reading.
6. Making outline of selection studied.
7. Memorizing certain passages both of prose and poetry.
8. Writing. Character sketches.

Features of class work to be made prominent:

Grade I.

Conversation. Word Reading. Phonics. Special attention paid to phrasing of words. Much reproduction.

Special attention to be paid to enunciation and tone of voice, also to position of body.

Pleasant conversational tones should be secured.

Grade II.

Pupils should be able to explain the meaning of the terms: Title pages, table of contents, leaves, pages, margin, frontispiece.

Special attention should be given to fluency of utterance, distinct articulation and correct pronunciation.

Difficult words in the various lessons should be placed upon the board for pupils to copy.

Grade III.

Sight reading which is not very difficult.

Silent reading (study), occasionally followed by telling in place of reading.

Drill for articulation and enunciation.

New words carefully pronounced.

Use of diacritical marks.

Grade IV.

New words with common prefixes and suffixes used in many sentences.

Diacritical marks taught in preparation for use of dictionary.

Phonic drill.

Special attention to voice culture.

Books for home reading suggested.

Grade V.

Teach proper use of dictionary.

Syllabication.

Accent.

Stems, prefixes and suffixes such as occur in common words.

Grades VI., VII., VIII., IX.

Review of above work which is the fundamental basis of good reading.

MEMORY SELECTIONS

Grade I.

America,	Smith
Sleep, Baby, Sleep,	Tennyson
Do All You Can,	Sangster

Grade II.

Barbara Frietchie,	Whittier
Children's Hour,	Longfellow
Seven Times One,	Ingelow

Grade III.

Landing of the Pilgrim Fathers,	Hemans
Thanksgiving Day,	Child
The Arrow and the Song,	Longfellow
Barefoot Boy,	Whittier
The Mountain and the Squirrel,	Emerson

Grade IV.

Paul Revere's Ride,	Longfellow
The Brook,	Tennyson
The Village Blacksmith,	Longfellow
In School Days,	Whittier
To a Mountain Daisy,	Burns

Grade V.

Independence Bell,	
Love of Country,	Scott
Nobility	Carey
Abon Ben Adhem,	Hunt

Grade VI.

Hail Columbia,	Hopkinson
A Psalm of Life,	Longfellow
Sheridan's Ride,	Read
The Builders,	Longfellow
The Planting of the Apple Tree,	Bryant

Grade VII.

Star Spangled Banner,	Key
To a Waterfowl,	Bryant
The Rainy Day,	Longfellow
Flower in the Crannied Wall,	Tennyson

Grade VIII.

The Red, White and Blue	
Chambered Nautilus,	Holmes
Charge of the Light Brigade,	Tennyson
The Hermitage,	Lowell
The Eternal Goodness,	Whittier

Grade IX.

Love of Country	
Gettysburg Speech,	Lincoln
Polonius' Advice,	Shakespeare
The Day is Done,	Longfellow
For 'a That,	Burns

Notes

Poems should be committed to memory in the various grades.

Teachers will select additional ones to a greater or less extent, making the selection with respect to the ability or the attainment of the particular class.

Review poems and memory work of previous grades from time to time.

A study of special poets with poems from their works will be of interest.

Such a course for the different grades is given:

Grade I.

Special Poet, Robert Louis Stevenson.

Grade II.

Special Poets, Eugene Field, Alice and Phoebe Cary.

Grade III.

Special Poet, Henry W. Longfellow.

Grade IV.

Special Poet, John G. Whittier.

Grade V.

Special Poet, William Cullen Bryant.

Grade VI.

Special Poet, Ralph Waldo Emerson.

Grade VII.

Special Poet, Oliver W. Holmes.

Grade VIII.

Special Poet, James Russell Lowell.

Grade IX.

Special Poet, William Shakespeare.

ARITHMETIC

Grade II.

Read and write numbers to 100.

Count by 1's, 2's, 5's and 10's to 100.

Combinations of numbers to 20.

Denominate numbers—cent, nickel, dime, inch, foot, yard, pint, quart.

Miscellaneous problems.

Grade III.

Reading and writing numbers to 1,000 or more. Roman Numerals to 100. Rapid oral addition and subtraction to 100. Combinations to 15 reviewed and developed to 20.

Written work in one, two and three column addition and subtraction. Carrying and borrowing explained.

Multiplication—No multiplier greater than 9.

Division—No divisor greater than 9.

Simple division—No inexact division.

Fractions ½, 1-3, ¼, concrete problems involving the same.

Tables 1-2-3-4-5-6-7-8-9-10-11.

Denominate numbers—U. S. money, inch, foot, yard, pint, quart, peck, bushel, ounce, pound, day, week, month, year, hour, minute, second.

Time from the clock.

Making change.

Problems.

Grade IV.

Review of work.

Notation and numeration to 500.

Rapid review of addition, subtraction and multiplication by one figure.

Drill on tables. Teach 12 table.

Decimals, addition, subtraction, multiplication by 10ths and 100ths; reasons for pointing off. Application of U. S. money.

Long multiplication, multiplying by two numbers. Multiplying by decimals.

Short division, dividing by numbers from 2 to 12 having quotients with remainders. Dividing by decimals.

Long division, dividing by numbers from 2 to 20. Denominate numbers, days of months, ounce, pound, cwt., ton, inch, foot, yard, rod, mile, square inch, square yard, square foot, dozen, gross, score.

Simple examples, reducing from higher to lower denominations.

Factoring, simple work. Percentage 100, 50, 25, 75, 33 1-3 per cent.

Fractions, simple work, mostly oral.

Addition and subtraction taught objectively, easy written work, numerator and denominator.

Practical problems all the year in connection with work studied.

Grade V.

Review; long division; calcellation; common fractions.

Grade VI.

Factoring; common divisor; multiple; greatest common divisor; least common multiple; decimal fractions; denominate numbers; review common fractions.

Grade VII.

Percentage; profit and loss; commission and brokerage; commercial discount; taxes, duties; insurance; mental arithmetic.

Grade VIII.

Interest; problems in interest; compound interest; banking, notes, drafts and checks; savings bank account; mental arithmetic.

Grade IX.

Stocks and bonds; simple proportion; partitive proportion; partnership; square root and application; plane figures; surfaces and volumes of solids; reviews; mental arithmetic.

Notes

Accuracy should be required.

Column addition and facts of numbers should be reviewed in each grade.

Work passed to the teacher should be neat, legible and complete.

Clear and correct language and accurate written forms of operation are constantly needed.

Set definitions are to be avoided.

Have oral precede written work.

LANGUAGE

Grade I.

Two Little Girls,	Lucy Wheelock
Milkweed Babies.	
September,	Helen Jackson
Pretty Golden Candles,	Helen Jackson
Hiawatha's Childhood	(to Slumber Song)
November Woods	
Golden Keyes,	Hooper
Babies' Stockings	
I Go to Bed by Day,	Stevenson

Help One Another, Nature in Verse
Twinkle, Twinkle, Little Star, Taylor
Sleep, Baby, Sleep, Prentiss
I Saw You Toss the Kites,
Who Has Seen the Wind, Rosseth
A Little Plant, Selected
I'll Tell You a Secret,
What Does Birdie Say, Tennyson
The Secret,
Now the Air is Full of Music, Aldine I.
Summer is Coming, Aldine I.
The Cow,
Mother Goose Rhymes,
Boy Blue,
Jack Be Nimble, Jack Horner, Bo Peep, Miss Muffett
Oral Reproduction of Stories.

Aesop's Fables:

The Fox and the Grapes.
The Lion and the Mouse.
The Dog and His Shadow.
The Crow and the Cheese.
The Fox and the Stork.
The Crow and the Pitcher.
The Hare and the Tortoise.
The North Wind and Sun.

Stories to be Told:

The Three Bears,
Red Riding Hood,
Gingerbread Man,
Little Red Hen,
Three Goats Billy,
Pig Brother,
Chicken Little,
Tom and Dick,
Sleeping Apple,

Piccola,
Star Dollars,
Three Pigs,
Language Games about see-saws, do-does, may-can, I-you.

Games:

Games for Playground and School, Jesse Bancroft
Language Games, Myra King

LANGUAGE

Grade II.

Review of language of previous grade.
Indians,
Hiawatha,
Dutch,
Pilgrims,
Christmas Stories.
Esquimaux.
Lincoln-Washington.
Longfellow,
St. Valentine.
Nature.
Poem and memory gems suited to grade and subject.
Stories and Fables for oral reproduction and dramatization.
Language games.
Written language.
Copying, use of capitals I, O.
Use of period and question mark.
Abbreviation Mr. and Mrs.

Grade III.

Review: Statement and question, use of period and question mark.

Teach comma after direct address, apostrophe in singular possessives and in contractions.

Use of capitals at beginning of sentence in proper names, names of places, names of streets, names of days of week, names of months, I, headings, titles of books.

Period, use as a mark of abbreviation. Comma and period in punctuating date and address.

Abbreviations: Mr., Mrs., Dr., St., Ave., names of days of week and months of the year.

Initials in the names of people.

Common contractions.

Copying sentences.

Dictation: Sentences and short paragraphs.

Writing from questions or topics, descriptions of familiar objects and pictures, stories suggested by pictures, incidents, personal experiences, and stories previously told or read.

Letter writing.

Subjects suggested: Indians, Holland, Pilgrims, Christmas, Eskimo, Washington, Lincoln, Memorial Day.

Grade IV.

Review sentence, statements, questions, names.

Writing names, is and are, was and were, names of cities and streets, Christian names and surnames.

How to write initials: Drill on words like wane, wain, their, there, to, two, too, etc, uncle and aunt, Mr. and Mrs., days of the week, months, has and have, words to use with you, how to write dates, letters, addresses.

Letter writing continued, commands, comma, quotations, abbreviations, contractions, subject and predicate.

Stories: Oral and written from pictures, geography lessons, reading and history lessons, books read, and original stories.

Board work at least three times a week.

Text Book—Hyde's Two-Book Course.

Grade V.

Stories, both oral and written, letters, dictation, exercises, singular and plurals of nouns, possessive, singular and plural, common and proper nouns, parts of sentence, pronouns, adjectives, verbs.

Text Book—Hyde's Two-Book Course.

Grade VI.

Conversation, reproduction, dictation.

Study of model compositions.

Social and business correspondence.

Text Book—Hyde's Two-Book Course.

Notes

No hard and fast rules can be laid down for teaching children to speak and write correctly. It is constant use and practice that make good writers and speakers. Use, habit, imitation and practice should be the words in the mind of the English teacher, and not rules, formulas and definitions.

In language, so great is the imitative faculty of children that the utmost care should be used to have the language of the school-room good. We use spoken English a hundred times while we use written English

once. Unmindful of this fact, teachers are often disposed to ask for too frequent work and for too long written exercises.

Let the written work be short. A half page will often be all a teacher can thoroughly take care of. Again, written work once a week, carefully examined and rewritten is productive of far better results than twice as much examined hastily.

In this work, the object should be to fix correct forms of speech in the mind of the pupil, that the use of them may become habitual; to help the child to think clearly and to speak and write readily and well; and to cultivate his taste and enlarge his mental horizon.

GRAMMAR

Grade VII.

Metcalf's Grammar, Part I.
Composition.

Grade VIII.

Metcalf's Grammar, Part II.
Composition.

Grade IX.

Metcalf's Grammar, Part III.
Composition.

Notes

Review work in language in previous grades.

Pupils should be encouraged to correct their own errors.

Especial attention to be paid to paragraphing.

Drill on sentences not in natural order.

Original work in composition.

Written abstracts of lessons in history, geography

5 $\frac{1}{2}$ Find Com. Denom.

$\frac{1}{3} = \frac{\quad}{\quad}$

$\frac{1}{4} = \frac{\quad}{\quad}$

Raise to Higher Terms

$\frac{2}{3} = \frac{6}{9}$

3

Reduce to Lower Terms

3) $\frac{6}{9} = \frac{2}{3}$

4. Common $\frac{3}{4}$, Mixed $8\frac{4}{5}$, Improper $\frac{7}{2}$

Change to Diff. Kinds

Find Com. Denom. Lowest Term

$\frac{2}{3} = \frac{8}{12}$

$\frac{3}{4} = \frac{9}{12}$

13-9-22

13-1-1

13-1-1

13-5-15

13-9-11

13-1-16

13-5-9

13-2-4

13-2-20

13-2-22

13-6-14

12-7-18

13-12-16

13-1-25

13-9-12

12-12-19

13-6-25

13-4-10

13-2-27

13-9-2

13-5-21

13-12-13

13-6-6

14-11-13

13-11-8

13-2-3

13-11

13-11-21

13-7-2

12-10-4

10-6-23

13-8-4

13-12-7

15-3-6

12-5-23

13-9-28

13-3-5

13-12-13

13-1-16

13-12-9

11-8-31

10-9-3

13-8-26

13-12-7

12-11-1

11-11-2

14-12-2

13-1-27

$-5\ \frac{2}{3}$

$6\ \frac{1}{3}$

$4\ \frac{2}{3}$

$\frac{2}{3}$

$\frac{15}{25} : \frac{3}{5} \quad \frac{30}{45} : \frac{2}{3} = \frac{10}{60}$

$\frac{30}{45} = \frac{6}{9} : \frac{2}{3}$

Rev. Mult.

Rev. Sing Div.

Factoring

Cancellation

Raise to H. Terms

Red. to L. Terms

Know { Com. Frac.
Imp. Frac.
Mixed Frac.

and other branches.

Accuracy should be the aim in wording, construction and punctuation.

Grammar should supplement, not supplant language.

GEOGRAPHY

Grade IV.

Elementary Geography to Middle Atlantic States.

Grade V.

Elementary Geography completed.

Grade VI.

Grammar School Geography to Middle Atlantic States.

Grade VII.

Grammar School Geography to Europe.

Grade VIII.

Grammar School Geography completed.

Notes

Use maps constantly, and have frequent drills in locating places on blackboard outline maps.

Have the pupils sketch quickly outline maps of continents, countries and states.

Emphasize the peoples, occupations, ways of living, etc.

Have pupils bring pictures and photographs to illustrate the work.

Make a careful study of Middleboro, Plymouth County and Massachusetts so that pupils in all the upper grades may have a good knowledge of the same. This can be done by weekly exercises.

The following suggestive subjects for composition work in connection with Geography in grades VII. and VIII. are given:

Grade VII.

Irrigation.
Railroads.
Tunnels.
Transportation.
Our Northern Neighbor.
Our Southern Neighbor.
The Panama Canal.
The Fur Trade.
Immigration.
Scenic Wonders of the U. S.
The Mississippi Valley.
Yellowstone Park.
Coffee.
Rubber.
Diamonds.
Cocoa.
Cape Horn.
A Voyage Down the Amazon.

Grade VIII.

The Alps.
Silk Culture.
Sardine Industry.
A Dutch Village.
French Vineyards.
The Olive Industry.
Holland and her Alps.
Peasant Life in Russia.
The Trans-Siberian Railroad.
The Cape-to-Cairo Railroad.
The Opium Trade.
The Camphor Industry.
Diamond Mining.
The Russo-Japanese War.
The Caste System in India.

The Ancient and Modern Nile.
The Sahara Desert.
Life in a Siberian Mine.
Belgium and the Kongo Free State.

HISTORY

Grade VIII.

Mace's History to "The Period of National Growth."
Supplementary Histories.

Grade IX.

Mace's History—Subject completed.
Civics.
Supplementary Histories.

Notes

Collateral readings from the library as directed by the teacher.

Make use of topical outlines, development maps, historical fiction to develop interest in the subject.

Current events of importance, especially in relation to history.

Aim of Work

1. To train pupils to consult more than one authority.

2. Not so much to teach the facts of U. S. history as to make the pupils realize the growth and progress of our country since 1778.

3. To present U. S. history in as dignified and philosophical a manner as the capacity of the class will allow.

At the end of the year's work in Civics the pupil should have an intelligent idea not only of the development of our country's institutions, but also of his duties as a citizen.

Make use of "The History of Middleboro" in presentation of important facts in the history of the town according to the following course in local history:

Course in Local History

Middleboro as first known to the English.
Indians.
Early Settlers before King Phillip's War.
French and Indian War.
The Revolution.
The Loyalist of the Revolution.
Middleboro in the War of 1812.
Slaves in Middleboro.
Middleboro in the War of the Rebellion.
Social Customs of the Eighteenth Century.
Map Studies of Middleboro, 1831, 1835, 1853.
Noted Professional Men in Middleboro History
History of the Four Corners.

This course is for pupils of the eighth and ninth grades, to correlate with the periods in U. S. history.

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